

Mentor Programs for Juvenile Offenders



Juvenile Delinquency and the Courts 2002
August 16, 2002

Presenters:

Mr. DeVone Boggan, Executive Director, The Mentoring Center, Oakland

Ms. Janet Clinger, Program Director, YWCA Come Into the Sun Mentorship Program, San Francisco

Hon. Kenneth E. Norman, Judge of the Superior Court of California, County of Alameda

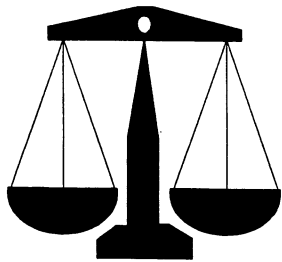
Mr. Mike Zimmerman, Executive Director, Volunteers in Parole

F.L.Y.'s Collaborative Partners



F.L.Y. is funded by the County Of Santa Clara, Office of the Public Defender, the Juvenile Probation Department, and through the Juvenile Accountability Incentive Block Grant from the Federal Government.

Mentors get a chance to participate in the juvenile justice system and work closely with our collaborative partners that include the: juvenile court; public defenders; probation department; district attorneys; mental health; department of drug and alcohol; YWCA; and Family Education Foundation.



F.L.Y. thanks you for your interest in mentoring, and encourages you to participate in the lives of youths. As stated so eloquently by Thurgood Marshall, "None of us has gotten where we are solely by pulling ourselves up from our bootstraps. We got there because somebody...bent down and helped us!"



For more information on mentoring, or to make a tax deductible donation please contact:

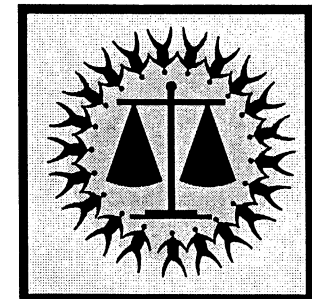
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Fresh Lifelines for Youth, Inc. ("F.L.Y.")

Juvenile Treatment Court Mentoring Program



"Together we can
make a difference."

120 W. Mission St,
San Jose, CA 95110
(408) 299-7789
Fax (408) 998-8265

Mission of F.L.Y.'s Mentor Program



The mission of F.L.Y.'s mentor program is to provide caring and committed adults to work one-on-one with youth in the Juvenile Treatment Court. Mentors build on youth's assets and support their development of new behaviors, attitudes, and ambitions.

Role of the Mentor

Mentors guide with ideas, show by their lifestyles, and support with consistency to help increase youth's: self-esteem; school attendance and performance; job skills; problem solving; leadership; and refusal skills.

Background of the Mentees

Mentees are from the Juvenile Treatment Court Program ("JTC") and are between the ages of 12-17. These youth have been found delinquent of an alcohol or drug related offense and have agreed to participate in JTC to get help with their addiction.

51% of the youth are Hispanic, being raised in a single parent home, living in Section 8 housing or receiving AFDC, and have one parent who is either incarcerated or in recovery for alcohol and drug addiction.

To participate in F.L.Y., both the youth and his/her legal guardian must want to work with a mentor.

Characteristics of the Mentors

Mentors come from a variety of ethnic, economical, religious, occupational, and educational backgrounds. The most important qualities F.L.Y. is looking for in mentors are: personal commitment, respect for youth, patience, reliability, and sensitivity.

Benefits for Mentors and Mentees:

Mentoring is a very rewarding experience for everyone involved. Mentors become part of a community, and feel trusted, needed, and valued. Mentors also get first hand experience with the juvenile justice system. Mentors can attend the mentee's court hearings and meet with the judge, youth's lawyer and probation officer.

In California, research shows that for youth who have mentors: 98.4% stay in school; 82.5% do not do drugs; 97.9% do not become teen mothers; and 98.2% do not get involved in a gang.

Time Commitment

Mentors commit to working with their mentees once a week for approximately two hours. Actual times are flexible to meet each volunteer's and youth's schedule. Mentors agree to work with their mentees for one year.



Training

Before being matched with a mentee, mentors receive twelve hours of training. F.L.Y. has designed interactive exercises that cover the following topics: 1) The role of a mentor; 2) Developing a mentor / mentee relationship; 3) Communication; 4) Addiction; and 5) Cultural sensitivity. F.L.Y. has guest speakers such as juvenile court professionals, and former mentors & mentees speak at the training. Mentors also receive a 150 page handbook.

Support

F.L.Y. has monthly contact with mentors, mentees, and their legal guardians to provide individualized attention and consistent encouragement. F.L.Y. sponsors a monthly training and feedback session for mentors, so they can share their experiences and discuss concerns. F.L.Y.'s staff is always available to address any questions or problems mentors, mentees, or the mentee's family members may have.

Activities

Mentors are encouraged to spend time as opposed to money on their mentees. While F.L.Y. provides a list of suggestions, Mentors and mentees decide together what they would like to do for each visit. F.L.Y. also sponsors several activities for all mentors and mentees, such as hiking, horseback riding, a trip to a museum, and white-water rafting.

History & Location

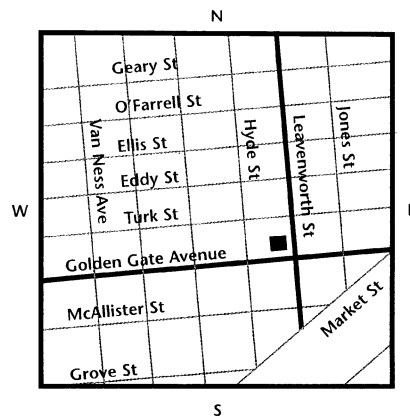
Huckleberry Youth Programs has more than 35 years of experience working with youth and families. Our agency started San Francisco's Huckleberry House in 1967, the first runaway youth program in the country. Since then, thousands of youth and families have participated in our counseling and housing services in San Francisco and Marin Counties.



Huckleberry Youth Programs is founded on the belief that adolescence is a dynamic and

challenging time of life, during which education, support and guidance from adults and peers can nurture positive youth development. Our goal is to empower young people to develop and maintain healthy relationships as well as to promote their talents, ideas, leadership and health.

Huckleberry's Community Assessment and Referral Center



www.huckleberryyouth.org

Huckleberry Youth Programs Administrative Offices
3310 Geary Boulevard
San Francisco, CA 94118
(415) 668-2622

San Francisco Services:

Huckleberry's Community Assessment & Referral Center
121 Leavenworth Street
San Francisco, CA 94102
(415) 567-8078

Huckleberry House
1292 Page Street
San Francisco, CA 94117
(415) 621-2929

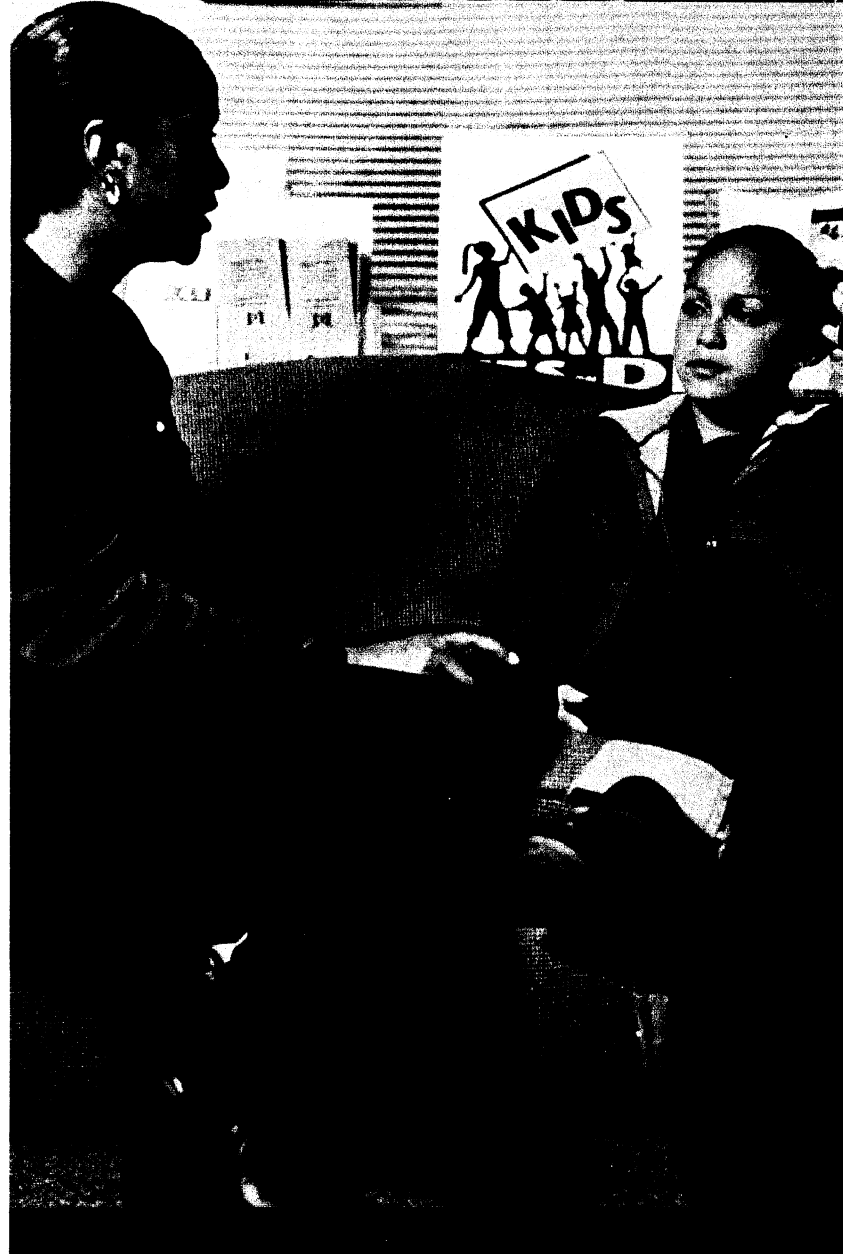
Huckleberry's Cole Street Clinic
555 Cole Street
San Francisco, CA 94117
(415) 386-9398

Huckleberry's PsychSocial Program
1292 Page Street
San Francisco, CA 94117
(415) 621-2929

Marin Services:

Huckleberry's Nine Grove Lane
9 Grove Lane
San Anselmo, CA 94960
(415) 453-5200

Huckleberry Teen Health Program
Montecito Plaza
361 Third Street, Suite G
San Rafael, CA 94901
(415) 258-4944



What is the Community Assessment & Referral Center (CARC)?

CARC is a service that provides support for young people, ages 11 through 17, who are arrested.

CARC is an alternative to young people who otherwise would be brought directly to Juvenile Hall.

As a young person, what can I expect if I'm brought to CARC?

On the day of your arrest, if the police bring you to CARC rather than to Juvenile Hall, you will meet with several individuals who have been trained to work with teenagers who have gotten into trouble with the law. We will have a conversation with you about what is happening in your life. It is important that you know that this conversation will be strictly confidential, unless you give us permission to share this information or unless you tell us that you are being abused. This conversation is your opportunity to let us learn about you, so that we can provide you with support.

CARC staff will contact your parents/guardians to pick you up and you will be released to them.

What happens after I leave CARC?

If you and your parents choose to work with CARC, we will assign you a Case Manager. The Case Manager will get you back in school, keep you informed about your situation, and refer you to support services. The Case Manager will also stay in contact with you several times during this period to help you problem-solve and provide you an adult with whom to talk.

If I am a parent, what can I expect from CARC?

If your son or daughter is arrested, you will receive a phone call from either the police and/or a CARC staff member, and you will be asked to come down to CARC to pick up your child. Once at CARC, a staff member will talk with you and explain our process. We will ask you to sign forms to give us permission to communicate with other agencies. It is up to the parent whether to sign these or not. If you and your child agree, we will provide a Case Manager for your child to help them through the next several months.

What will the Case Managers do?

1. Attend school meetings to help you re-enter school
2. Help you get into the proper school placement and/or class
3. Attend probation hearings with you
4. Follow-up and stay in touch with you to make sure you are doing well
5. Refer you for services such as:
 - Tutoring/education assistance
 - Counseling
 - Job placement
 - Recreation activities

Most importantly, the Case Manager will listen to you and help you.

Mentoring Program

Through the Mentoring Program, committed adults work one-on-one with CARC youth to support healthy behavior, improved learning and an increased awareness of strengths and assets.

What are CARC's goals?

1. To help you avoid further involvement in the juvenile system and to stay out of jail, and
2. To provide you with support and guidance to assist you in making healthy choices for yourself.

Help begins with a phone call.
For more information call Huckleberry's CARC:
(415) 567-8078



Community Assessment
and Referral Center
121 Leavenworth Street
San Francisco, CA 94602
www.huckleberryyouth.org

CARC is an
alternative
Juvenile Hall
We provide
access to
the service
you may
need.

Mentoring Training of Trainers Institute

September 12 - December 19, 2002

Thursday evenings, 6:30 - 9:30 pm

*Beginning in Fall 2002, the **Training of Trainers Institute (TOTI) on Mentoring** will offer a unique and innovative program to mentoring professionals.*

The TOTI will consist of a seven module curriculum developed and presented by The Mentoring Center (TMC) and approved by the University of California at Berkeley Extension. This curriculum will be delivered over a 14 week period consisting of 42 hours of course study.

All students completing the program will receive **Certificates of Completion** and **4.2 Continuing Education Units (ceu's)** from UC Berkeley Extension.

The overall goal of this new program is to establish an institutional mechanism whereby the Bay Area mentoring movement/field will have access to a credible and established mentoring program design, technical assistance and training apparatus.

Some topic areas will include:

- 1) The major **theories and concepts** behind the mentorship model
 - 2) How to **assess the readiness** of communities and agencies to develop new mentorship programs
 - 3) How to **recruit volunteers** and **establish effective mentor-mentee matching** criteria
 - 4) How to **create a developmentally appropriate mentoring program** and **assess outcomes**
- and much more*

This new partnership with the UC Berkeley Extension combines TMC's well-developed training model with one of the leading providers of continuing education for human service professionals in the nation.



Call
The Mentoring Center
today to request an application!
510.891.0427

Nominal fee for participants.

Please Post



Make a Difference, Be a Mentor with our Program

The Agency

Huckleberry Youth Programs (HYP) began in June 1967 with the establishment of Huckleberry House in the Haight Ashbury District of San Francisco. Today, HYP is a major community based youth agency with programs in San Francisco and Marin. HYP provides critical and effective services to runaway, abused/neglected and other at-risk youth, some of whom have been diverted away from the Juvenile Justice System. Services include crisis shelter, individual and family counseling, family mediation, case management, health education services, access to medical care, information and referral, substance abuse and HIV prevention education, mentoring and educational assistance. HYP operates six distinct but interrelated programs and sites: Huckleberry House, Huckleberry Youth Services at Cole Street, the Beacon Wellness Center and the Community Assessment and Referral Center in San Francisco; and Nine Grove Lane and Huckleberry Teen Health Program in Marin. Throughout its history, the programs and services at HYP have been characterized by: a commitment to community-based and collaborative services for at-risk youth; attention to the urgency, complexity and ever-changing nature of the needs presented by at-risk youth; and recognition of the value and dignity of young people and a belief in their capacity to become healthy creative adults. HYP serves over 4,500 young people annually.

The Program

The Community Assessment and Referral (CARC) is a city-wide juvenile justice diversion project for youth age 11-17 in San Francisco. CARC provides a single point of entry for assessment, service integration, referral, case management and crisis intervention for youth who have been arrested for misdemeanors and/or felonies. CARC is an alternative to intake and detention at the Youth Guidance Center (Juvenile Hall) and serves over 600 clients annually.

Mentoring

The CARC Mentor Program was launched in January, 2001 to address the need for positive adult role models in the lives of youth involved in the Juvenile Justice System. Over 60% of the youth taken to CARC report that they do not have an adult they can talk to. As a result, they have no adult to provide guidance, structure and advice. The *mission* of CARC's Mentoring Program is to cultivate positive youth development by providing healthy relationships with caring adults. In this capacity, committed adults work one-on-one with youth to support the development of healthy behaviors, improved attitudes about learning, and an increased awareness of individual strengths and assets.

Goals

The goals of the CARC Mentor Program are to:

- ❖ Promote positive attitudes about learning, education and academic achievement
- ❖ Encourage healthy behaviors and physical well-being
- ❖ Improve self-esteem and confidence
- ❖ Build on individual strengths and assets
- ❖ Explore alternatives to criminal activity
- ❖ Establish trusting relationships with caring adults

Activities

CARC Mentors will engage in a variety of activities to be determined by the mentee and the mentor. These activities include, but are not limited to, the following:

- ❖ Trips to museums, fairs, exhibits, ball games, shows, movies, etc
- ❖ Tutoring/Help with homework
- ❖ Group outings with other mentors and mentees
- ❖ Attending cultural events, fairs, picnics and activities
- ❖ Discovering and developing youth's natural strengths and abilities
- ❖ Participating in community based volunteer activities
- ❖ Going out for breakfast, lunch or dinner
- ❖ Exploring new places and trying new things
- ❖ Modeling appropriate communication, problem solving and conflict resolution skills
- ❖ Talking and Listening
- ❖ Helping youth deal with stress and anger in everyday daily life

Qualifications/Time Commitment

CARC Mentors must be at least 21 years of age or older and able to make *a two-year commitment* to the Program. Mentors serve as friends, role models and companions and must consistently be available to meet with mentees on a *weekly basis* (2-5 hours per week).

Training

CARC Mentors will participate in *a 30-hour intensive training* before being matched with a youth. The training is designed to provide insight on effective relationship building techniques, orient mentors to the juvenile justice system, and explore issues of self-awareness, youth development and multi-culturalism. Ongoing training will also be provided to Mentors on a quarterly basis.

Support

Mentors will be supported by the Mentor Program Staff throughout the duration of the Program. Monthly Mentor Support Groups will be convened to help mentors troubleshoot, address concerns and problem solve. These groups will be facilitated by a licensed clinician and will provide mentors with suggestions, insights and strategies to deal with tough issues. In addition, the Mentor Program staff will meet and check-in with Mentors on a regular basis. Mentor Program staff will be available by phone at all times.

How do I get involved?

Potential Mentor candidates must complete and/or submit the following information to be eligible for consideration:

- ❖ A CARC Mentor Application Form
- ❖ An In-depth Interview
- ❖ Reference Checks
- ❖ Proof of TB Test /Medical Clearance
- ❖ Livescan/Fingerprints
- ❖ A Valid California Driver's License or California ID
- ❖ Confidentiality Agreement
- ❖ Child Abuse Statement
- ❖ A Current Department of Motor Vehicles Report (if applicable)
- ❖ Proof of Auto Insurance (if applicable)
- ❖ An Intensive Mentor Training

Please call Robin Earle at (415) 567-8078 for an application!

Transformative Mentoring

3. Intensive Mentoring (Formally Hard Mentoring) <u>Risk Level</u> "High"	-Companionship -Academic Tutoring -Career and Professional Guidance -College/Higher Education Guidance -Self-Esteem Building -Prospective Broadening -Conflict Resolution -Manhood/Womanhood Responsibility -Parenting Skills -Respect for Private Property	A youth with unlimited potential who has no positive male or female guidance. Basically treats school as a social gathering. Not much positive encouragement and examples regarding academics at home. Has given little or no thought to career and/or collegiate path. Maybe, occasional run-ins with the law or school authorities. Still impressionable but heavily influenced by negative surroundings and/or peer group. A youth who is cynical and very suspicious about unfamiliar "healthy" /"positive" development assistance.	Transformative mentoring is designed (non punitively) to deliberately address and/or affect change of negative/anti-social self-esteem, attitude and behavior in youth who have been profoundly affected by societal risk factors. The transformative mentoring process is a necessary prerequisite in order for most youth in this category to benefit from an assistance mentoring process. Transformative mentoring is for youth who, because of their current attitudes/behavior would not be receptive to assistance mentoring. Transformative mentoring is an expression of profound empathy, sensitivity, compassion and love.	An extremely caring and committed adult. Willing to go beyond casual involvement in a youths' life. Requires patience and a willingness to play several roles in youths' life i.e., teacher, guide, support, resource, challenger, etc. A necessary willingness to come to where the youth functions physically and mentally. Culturally sophisticated and abreast of current youth issues. Much thought <u>must</u> be given to appropriate attitudes, activities and techniques used.	- <u>Mentoring Program Coordinator Position:</u> - strong program development. & management skills, - excellent people skills, particularly when operating a multi-cultural program, - exceptional knowledge regarding principles of youth development, particularly regarding cross-cultural competence and respect for other people's way of life. - <u>Program Capacity:</u> - must have sufficient resources i.e. funding, staff, technology and equipment, before starting mentoring activities, - must have strong collaborative relationships with community resources, - must have strong and relevant follow-up (support) services in place (the transition from transformative mentoring to assistance mentoring. - <u>Matching Considerations:</u> - same culture, gender should be a strong consideration for Intensive/Very Intensive mentoring, - mentors must have the skills to assist in relevant (goals/objectives) areas, - mentors must be culturally/gender competent and very respectful of other people's life issues, challenges and way of life.
4. Very Intensive Mentoring (Formally Hard Core Mentoring) <u>Risk Level</u> "Very High"	-Companionship -Academic Tutoring -Career Guidance -College/Higher Education Guidance -Self-Esteem Building -Prospective Broadening -Conflict Resolution -Man/Womanhood Responsibility -Parenting Skills -Respect for Private Property -Respect for Self -Respect for Life -Cultural Awareness & Respect -Respect for Authority/Law	A youth with unlimited potential who is still reachable however, deeply rebellious. Basically has little to no positive adult influence and/or guidance. Attracted to the seemingly "easy way out." Very much influenced by peer group. Has spent considerable time institutionalized. A youth who is cynical and very suspicious about unfamiliar "healthy"/"positive" development assistance.	Same As Above	Extremely caring and committed adult who basically becomes a surrogate family member. Always in touch and on-call. Requires much patience and love. Required willingness to come to where the youth functions physically and mentally. Culturally competent and abreast of current youth issues. Willingness to remain an advocate for the youth even as they continue to make mistakes. Much thought <u>must</u> be given to appropriate attitudes, activities and techniques used.	Same As Above

Note: The above are broad classifications. The characteristics of each classification type can be interchangeable from youth-to-youth and/or from mentor-to-mentor, meaning there can be variations of characteristics. (Revised 12/00)



THE MENTORING CENTER
CLASSIFICATION OF MENTORING RELATIONSHIP TYPES

Terminology/ Risk Level	Types of Mentoring Efforts/Activities	Youth Profiles	Mentoring Classifications	Needed Mentor Characteristics	Mentor Program Considerations
Assistance Mentoring					
1. Low/Moderate Mentoring (Formally Soft Mentoring) <u>Risk Level</u> "Low"	-Companionship -Academic Tutoring -Career and Professional Guidance -College/Higher Education Guidance	A youth with unlimited potential who is well behaved and well guided who could benefit from additional companionship and/or assistance. Very impressionable. Eager for assistance.	Assistance mentoring is designed and utilized to assist (helping hand) youth who have no intrusive attitudinal and behavioral issues that would inhibit and/or serve as an obstacle to receiving basic assistance in academics, career/job counseling, leadership/conflict resolution skills, social recreation activities, minor self-esteem issues, etc. Assistance mentoring is for youth who have not been deeply affected by societal, community and/or family risk factors.	A caring and committed person who recognizes the value of additional companionship and guidance to a young person. In this regard, little patience is needed, but requires a time commitment. Also, thought <u>must</u> be given to appropriate attitudes, activities and techniques used.	- <u>Mentoring Program Coordinator Position:</u> - strong program development & management skills, - strong people skills are pertinent when operating a multi-cultural program, - knowledgeable regarding principles of youth development. - <u>Program Capacity:</u> - must have adequate resources i.e. funding, staff, technology and equipment, before starting mentoring activities. - <u>Matching Considerations:</u> - same culture, gender considerations should be considered, however in this context and classification – it may not be necessary in reaching effective outcomes for youth - mentors must have the skills to assist in relevant (goals/objectives) areas, - mentors must be culturally and gender aware and respectful.
2. Moderate Mentoring (Formally Medium Mentoring) <u>Risk Level</u> "Moderate"	-Companionship -Academic Tutoring -Career and Professional Guidance -College/Higher Education Guidance -Self-Esteem Building - Prospective Broadening	A youth with unlimited potential who may or may not have consistent and/or adequate adult companionship or guidance. An average or below academic student who has given little or no thought to career and/or collegiate path. Very impressionable, open to assistance.	Same As Above	A caring and committed adult. Willing to work with youth on normal adolescent and life issues. Requires patience and willingness to get involved in the youth's life. Willingness to come to where the youth functions physically and mentally. Culturally sensitive and abreast of current youth issues. Much thought <u>must</u> be given to appropriate attitudes, activities and techniques used.	Same As Above <u>Note: - Matching Considerations:</u> - matching considerations such as culture and gender may become relevant in this classification and should be considered